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1907-08

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Greensboro

Female College



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GREENSBORO FEMALE COLLEGE

SIXTY-FIRST ANNUAL CATALOGUE

OF OFFICERS AND PUPILS OF

Greensboro Female College

GREENSBORO, N. C.

1907-1908

AND

ANNOUNCEMENT FOR 1908-1909

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FC

JOS. J. STONE & CO., PRINTERS
GREENSBORO, N. C.

COLLEGE CALENDAR, 1908-1909

SEPTEMBER, 1908							DECEMBER, 1908							MARCH, 1909						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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13	14	15	16	17	18	19	13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30	27	28	29	30	31	28	29	30	31
OCTOBER, 1908							JANUARY, 1909							APRIL, 1909						
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11	12	13	14	15	16	17	17	18	19	20	21	22	23	11	12	13	14	15	16	17
18	19	20	21	22	23	24	24	25	26	27	28	29	30	18	19	20	21	22	23	24
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NOVEMBER, 1908							FEBRUARY, 1909							MAY, 1909						
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8	9	10	11	12	13	14	7	8	9	10	11	12	13	9	10	11	12	13	14	15
15	16	17	18	19	20	21	14	15	16	17	18	19	20	16	17	18	19	20	21	22
22	23	24	25	26	27	28	21	22	23	24	25	26	27	23	24	25	26	27	28	29
29	30	28	30	31

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1907-08

Calendar for 1908-1909

1908

September 8 } Tuesday, Wednesday and Thursday,
September 9 } Entrance Examinations.
September 10 }
September 9—Wednesday, 8:40 o'clock a. m.,
Fall Term begins.
September 11—Friday, 9:00 o'clock a. m.,
Recitations begin.
November 26—Thursday,
Thanksgiving Day—holiday.
December 1—Tuesday, 9:00 o'clock a. m.,
Fall Examinations begin.
December 5—Saturday, 4:00 o'clock p. m.,
Fall Examinations end.
December 25—Friday,
Christmas Recess.

1909

January 12—Tuesday, 4:00 o'clock p. m.,
Fall Term ends.
January 13—Wednesday, 8:40 o'clock a. m.,
Spring Term begins.
February 22—Monday,
Washington's Birthday—holiday.
March 2—Tuesday, 9:00 o'clock a. m.,
Intermediate Examinations begin.
March 6—Saturday, 4:00 p. m.,
Intermediate Examinations end.
May 3—Monday, 4:00 o'clock p. m.,
Graduating Theses due.
May 11—Tuesday, 9:00 o'clock a. m.,
Final Examinations begin.
May 15—Saturday, 4:00 o'clock p. m.,
Final Examinations end.
May 18 } Commencement Exercises.
May 19 } Tuesday and Wednesday,

College

Board of Trustees

Officers

J. A. Long, President.....Roxboro, N. C.
Chas. H. Ireland, Secretary.....Greensboro, N. C.
C. A. Bray, Treasurer.....Greensboro, N. C.

Executive Committee

John A. Young, Chairman.....Greensboro, N. C.
C. A. BrayGreensboro, N. C.
Chas. H. IrelandGreensboro, N. C.
M. D. StocktonWinston-Salem, N. C.
J. P. ReddingHigh Point, N. C.

Members of the Board

Chosen by the North Carolina Conference

Term Expires

Rev. G. T. Adams, Durham, N. C.....Decemebr 31, 1908
Jno. L. Borden, Goldsboro, N. C.....December 31, 1909
Rev. N. M. Watson, Bynum, N. C.....December 31, 1910
J. B. Blades, New Bern, N. C.....December 31, 1911
J. A. Long, Roxboro, N. C.December 31, 1912
E. A. Poe, Fayetteville, N. C.December 31, 1913

Chosen by the Western North Carolina Conference

Rev. G. T. Rowe, Asheville, N. C.December 31, 1908
E. H. Kochtitzky, Mt. Airy, N. C.....December 31, 1909
Rev. S. B. Turrentine, Greensboro, N. C....December 31, 1910
C. A. Bray, Greensboro, N. C.December 31, 1911
M. D. Stockton, Winston-Salem, N. C.December 31, 1912
Chas. H. Ireland, Greensboro, N. C.December 31, 1913

Chosen by the Alumnae Association

Rev. E. L. Bain, Charlotte, N. C.....December 31, 1908
J. P. Redding, High Point, N. C.....December 31, 1909
Rev. M. T. Plyler, Greenville, N. C.....December 31, 1910
J. W. Grainger, Kingston, N. C.....December 31, 1911
L. L. Smith, Gatesville, N. C.....December 31, 1912
John A. Young, Greensboro, N. C.....December 31, 1913

Faculty and Officers

For the Scholastic Year 1907-1908

MRS. LUCY H. ROBERTSON

Misses Nash and Kollock's School; C. B. F. Institute

President

MISS NORA B. PENICK

Graduate Alabama State Normal; Student at University of Alabama
and Chicago University

English and Philosophy

MISS ANNIE M. PEGRAM

A. B. Trinity College (1896), A. M. (1901); 1904-'5 Columbia
University

Mathematics

MISS EDNA M. FISHER

Graduate in Latin, Central University of Kentucky

Latin and Spanish

MISS SALLIE J. DAVIS

Mary Baldwin School; State Normal and Industrial College; Graduate
Courses in History in Trinity College, N. C., and
University of Pennsylvania

History

MISS BLANCHE H. GUNN

A. B. Trinity College

French and English

Greensboro Female College

MISS EMMA C. PAGE

Misses Nash and Kollock's School; Scarritt Bible and Training School
Bible

MISS ALICE V. WILSON

S. B. Massachusetts Institute of Technology
Science

FREDERICK W. KRAFT, A. L. C. M.

London, Berlin, Milan, New York

Director of Music
Piano, Organ, Voice

OTTO J. STAHL

Music School, Valparaiso, Ind.; Graduate (1902) Bourbon School of
Music; Post-Graduate work in same, and in Columbus, Ohio

Piano and Voice

ROBERT L. ROY

Royal Conservatory, Dresden, Germany; Concert Meister Gents,
Berlin, Germany

Violin and Stringed Instruments

CONRAD LAHSER

Royal Academy of Art, Hochschule fur Musik, Berlin, Germany

German, History, Harmony, and Composition
'Cello and Flute

MISS ETHEL EDNA BLALOCK

Graduate in Music, Greensboro Female College, 1900

Piano

CLAUDE A. ROBESON

Graduate Music Department G. F. College 1906; Post-Graduate 1907

Piano

MISS ELIZABETH HARDIN

Graduate of Boston School of Expression; Post-Graduate Work

Expression and Physical Culture

MISS E. J. PORTER

Graduate New York School of Design; Pursued Graduate Courses in
Art in New York City and Paris

Art

MISS MARTHA S. DOZIER

Graduate Greensboro Female College; Studied at Eastman Business
College, Poughkeepsie, N. Y.

Business Department

MISS FANNIE ARMFIELD

Supervisor of Health

MRS. JENNIE HANCOCK

Housekeeper

REV. G. H. DETWILER

Chaplain

REV. W. M. CURTIS

Secretary and Treasurer

MARTHA S. DOZIER

Assistant Secretary and Treasurer

LETITIA EVANS

Registrar

BOYD LOWERY

Office Assistant

RUTH E. HUGHES

Librarian

Students Enrolled, 1907-1908

Adams, Sarah Bell	Brown, Lee
Albright, Margaret	Brown, Estelle
Andrews, Onnie	Bynum, Fleta
Baker, Maude	Campbell, May
Baxter, Amanda	Carter, Annie
Baxter, Bertie	Cartland, Ida
Battle, Leone	Chandler, Ethel
Barnwell, Mary	Chappell, Pattie
Bain, Myrtle	Clapp, Clara
Bain, Pearl	Clapp, Bessie
Barbour, Carlotta	Coltrane, Ruth
Bagley, Mary	Coltrane, Annie
Bagwell, Wiley	Connally, Mildred
Barker, Effie	Corbett, Sue
Barringer, Fannie	Corbett, Gertrude
Best, Mamie	Condon, Sarah
Bell, Eddie	Creech, Ruth
Benson, Stella	Creef, Hattie
Blanchard, Alice	Crutchfield, Julia
Blair, Eva	Cutchin, Etta
Blalock, Sara	Cutchin, Ellen
Blount, Katie	Dailey, Byrde
Boren, Maude	Davis, Bessie
Brooks, Nell	Dawson, Blanche
Broome, Ola	Dean, Myrtle
Brown, Bessie	DeLaney, Ethel
Broome, Sallie	Detwiler, Anna
Broome, Mary	Diggs, Evelyn
Brinkley, Ethel	Doggett, Bell
Bruton, Lola	Doughton, Annie

Falls, Gertrude	Hester, Araminta
Field, Grace	Hester, Maude
Fountiane, Mayme	Hester, Huldah
Fray, Louise	Holt, Callie
Freeman, Josephine	Holton, Della
Fries, Verona	Howell, Flossie
Fry, Mary Lewis	Hughes, Bettie
Fulton, Mary	Hyatt, Annie
Gainer, Eva	Idol, Vera
Galloway, Ida	Jackson, Rosa
Gattis, Bettie	James, Mary
Gay, Margaret	Johnson, Olivia
Geddie, Susan	Johnson, Ramie
Gibson, Sarah	Jones, Mabel
Gilliland, Linnie	Jones, Sunie Bell
Graham, Leslie	Jones, Annie Lue
Graham, Sallie	Joyner, Emily
Grimes, Dell	Lamb, Cora
Griffin, Lida	Lea, Annie
Groome, Helen	Lewis, Mary
Gwynn, Lillian	Litaker, Lucy
Gwyn, Susie	Mann, Linnie
Hales, Ethel	Mayo, Julia
Hall, Louise	McCall, Fannie
Ham, Estelle	McIlhenny, May
Hampton, Lena	McLawhorn, Viola
Hambrick, Huldah	McNairy, Bessie
Harris, Emily	McNairy, Ethel
Hayes, Violet	Mebane, Maude
Hayes, Eula	Mendenhall, Ruth
Helms, Eunice	Merriman, Elizabeth
Hendrix, Douglass	Merriman, Mary
Herring, Margaret	Merritt, Annie

Morphew, Louise
Newby, Annie
Niven, Loma
Oliver, Rachel
Oliver, Sybil
Ormond, Bonnie
Ormond, Eula
Pender, Nellie
Phillipps, Callie
Pickard, Maude
Rankin, Bell
Reade, Sallie
Reade, May
Reeves, Lillian
Richardson, May Norris
Robbins, Frank
Royster, Sadie
Sears, Annie
Schiffman, Dora
Shaver, Daisy
Sherrill, Ollie
Sherrod, Debbie
Siddle, Ola
Sills, Louise
Smith, Della
Smith, Rosalie
Smothers, Effie
Speed, Fannie
Spencer, Marjorie
Stanback, Elizabeth
Stallings, May
Starbuck, Mabel
Steel, Sadie

Stewart, Sarah
Stewart, Maude
Stewart, Ethel
Stewart, Norma
Stevens, Wilma
Stilwell, Blenn
Stockton, Will
Strudwick, Rose
Suit, Clara
Tate, Grace
Tate, Ruth
Tate, Kate
Thomas, Laura
Thompson, Nona
Thornton, Hortense
Tillman, Lillie
Tomlinson, Elizabeth
Tomlinson, Mabel
Trogdon, Jessie
Utle, Bess
Vann, Eleanor
Van Noppen, Adelaide
Vickery, Maude
Waddill, Lucile
Walker, Nan
Walker, Evelyn
Wall, Elizabeth
Wallace, Carita
Wallace, Mildred
Walsh, Nelson
Walters, Ruth
Ward, Mabel
Ward, Edith

Weatherly, Cordye
Wells, Lillian
Weskett, Julia
Westbrook, Elizabeth
Westbrook, Fay
Wilmoth, Percie
Winslow, Lydia

Winstead, Grace
Winstead, Ida
Woodley, Annie
Womack, Ida
Yelverton, Glennie
Yow, Lillian

SENIOR CLASS

Anderson, Annie
Carson, Bessie
Craig, Grace
Evans, Mabel
Foy, Grace
Fulton, Josie
Ham, Myrtie
Idol, Vera
Long, Bertha

McPhail, Ellen
Smith, Marianne
Sparger, Helen
Stahl, Clara
Stockton, Martha
Strickland, Allie
Summersett, Margaret
Young, Carrie

Classification According to Studies

Ancient and Modern Languages

LATIN

Albright, Margaret	Deane, Myrtle
Anderson, Annie	DeLaney, Ethel
Bain, Pearl	Evans, Mabel
Baker, Maude	Falls, Gertrude
Barnwell, Mary	Foy, Grace
Battle, Leone	Fulton, Josie
Baxter, Amanda	Galloway, Ida
Blalock, Sara	Gattis, Bettie
Blanchard, Alice	Graham, Leslie
Brinkley, Ethel	Griffin, Lida
Brooks, Nell	Ham, Estelle
Broome, Mary	Ham, Myrtie
Brown, Estelle	Hambrick, Huldah
Carson, Bessie	Hampton, Lena
Chandler, Ethel	Hester, Araminta
Coltrane, Annie	Hester, Maude
Coltrane, Ruth	Helms, Eunice
Condon, Sarah	Holt, Callie
Connally, Mildred	Jackson, Rosa
Clapp, Clara	Johnson, Olivia
Clapp, Bessie	Jones, Sunie Bell
Craig, Grace	Jones, Mabel
Crutchfield, Julia	Joyner, Emily
Cutchin, Etta	Lamb, Cora
Dailey, Byrde	Lea, Annie
Davis, Bessie	Lewis, Mary

Long, Bertha
 McPhail, Ellen
 Mendenhall, Ruth
 Merritt, Annie
 Niven, Loma
 Newby, Annie
 Oliver, Rachel
 Oliver, Sybil
 Pender, Nell
 Pickard, Maude
 Rankin, Bell
 Reade, Sallie
 Reeves, Lillian
 Robbins, Frank
 Sherrill, Ollie
 Smith, Marianne
 Sparger, Helen
 Stallings, May
 Stanback, Elizabeth
 Stahl, Clara
 Stewart, Ethel
 Stewart, Maude
 Stewart, Sarah

Stevens, Wilma
 Stilwell, Blenn
 Stockton, Martha
 Stockton, Will
 Strickland, Allie
 Suit, Clara
 Summersett, Margaret
 Thornton, Hortense
 Tomlinson, Mabel
 Tomlinson, Elizabeth
 Trogdon, Jessie
 Vann, Eleanor
 Walsh, Nelson
 Wallace, Carita
 Wallace, Mildred
 Walters, Ruth
 Ward, Edith
 Wells, Lillian
 Weskett, Julia
 Wilmoth, Percie
 Woodley, Annie
 Young, Carrie
 Yow, Lillian

SPANISH

Barbour, Carlotta
 Clapp, Clara
 Clapp, Bessie

Galloway, Ida
 Hambrick, Huldah

FRENCH

Anderson, Annie
 Bain, Myrtle
 Baxter, Amanda
 Baxter, Bertie

Broome, Ola
 Broome, Sallie
 Brown, Bessie
 Brown, Estelle

Brown, Lee
Carson, Bessie
Coltrane, Annie
Connally, Mildred
Craig, Grace
Dailey, Byrde
Davis, Bessie
Doggett, Bell
Evans, Mabel
Field, Grace
Foy, Grace
Fulton, Josie
Hales, Ethel
Ham, Estelle
Helms, Eunice
Herring, Margaret
Hester, Araminta
Hester, Maude
Howell, Flossie
Hyatt, Annie
Idol, Vera
Lea, Annie

Long, Bertha
McNairy, Ethel
McPhail, Ellen
Merritt, Annie
Newby, Annie
Niven, Loma
Oliver, Rachel
Oliver, Sybil
Richardson, May N.
Robbins, Frank
Sherrill, Ollie
Smith, Della
Smith, Marianne
Stockton, Martha
Stockton, Will
Suit, Clara
Thompson, Nona
Tomlinson, Mabel
Walker, Nan
Wilmoth, Percie
Young, Carrie
Yow, Lillian

GERMAN

Adams, Sarah Bell
Bell, Eddie
Best, Mamie
Broome, Mary
Cutchin, Etta
Detwiler, Anna
Fries, Verona
Pender, Nellie

Schiffman, Dora
Sparger, Helen
Stahl, Clara
Stevens, Wilma
Strickland, Allie
Summersett, Margaret
Waddill, Lucile
Wallace, Carita

Music Department**PIANO PUPILS**

Barbour, Carlotta	Doggett, Bell
Baxter, Bertie	Evans, Mabel
Baxter, Amanda	Field, Grace
Benson, Stella	Fray, Louise
Best, Mamie	Fulton, Josie
Blalock, Sarah	Gainer, Eva
Blanchard, Alice	Gay, Margaret
Blair, Eva	Geddie, Susan
Blount, Katie	Graham, Sallie
Boren, Maude	Grimes, Dell
Brinkley, Ethel	Groome, Helen
Broome, Ola	Gwynn, Lillian
Broome, Sallie	Gwyn, Susie
Brown, Estelle	Hambrick, Huldah
Brown, Bessie	Harris, Emily
Bruton, Lola	Hayes, Eula
Bynum, Fleta	Hester, Huldah
Campbell, May	Holton, Della
Carter, Annie	Howell, Flossie
Cartland, Ida	Hughes, Bettie
Chandler, Ethel	Hyatt, Annie
Chappell, Pattie	Jackson, Rosa
Coltrane, Annie	Johnson, Olivia
Condon, Sarah	Jones, Mabel
Corbett, Sue	Jones, Sunie Bell
Creef, Hattie	Jones, Annie
Crutchfield, Julia	Long, Bertha
Dawson, Blanche	Mann, Linnie
Dean, Myrtle	Mayo, Julia
DeLaney, Ethel	Mebane, Maude
Detwiler, Anna	Mendenhall, Ruth

Merrimon, Elizabeth
Merrimon, Mary
McLawhorn, Viola
McPhail, Ellen
Morphew, Louise
Niven, Loma
Oliver, Rachel
Pender, Nell
Reade, May
Reade, Sallie
Reeves, Lillian
Schiffman, Dora
Siddle, Ola
Sills, Louise
Smith, Della
Stanback, Elizabeth
Steele, Sadie
Stewart, Sarah
Stewart, Maude
Tomlinson, Elizabeth
Tomlinson, Mabel

Trogdon, Jessie
Vann, Eleanor
Van Noppen, Adelaide
Vickory, Maude
Waddill, Lucile
Wallace, Mildred
Walters, Ruth
Ward, Mabel
Ward, Edith
Weatherly, Cordye
Wells, Lillian
Weskett, Julia
Westbrook, Elizabeth
Wilmoth, Percie
Winslow, Lydia
Winstead, Ida
Winstead, Grace
Womack, Ida
Woodley, Annie
Yelverton, Glennie

VOICE PUPILS

Barbour, Carlotta
Blair, Eva
Coltrane, Ruth
Condon, Sarah
Corbett, Sue
Field, Grace
Gay, Margaret
Groome, Helen
Gwynn, Lillian
Gwyn, Susie
Hambrick, Huldah

Hardin, Elizabeth
Hayes, Eula
Hester, Huldah
Howell, Flossie
Hughes, Ruth
Jones, Sunie Bell
Mayo, Julia
Mayes, Hallie
Mebane, Maude
Merrimon, Mary
Merrimon, Elizabeth

Oliver, Rachel
 Ormond, Bonnie
 Pegram, Annie
 Robbins, Frank
 Richardson, May
 Smith, Marianne
 Siddle, Ola
 Steele, Sadie
 Strudwick, Rose

Tate, Kate
 Thornton, Hortense
 Wallace, Carita
 Wells, Lillian
 Westbrook, Fay
 Wilmoth, Percie
 Winslow, Lydia
 Yelverton, Glennie

VIOLIN PUPILS

Chappell, Pattie

Geddie, Susan

HARMONY

Barbour, Carlotta
 Best, Mamie
 Blair, Eva
 Brinkley, Ethel
 Broome, Ola
 Brown, Lee
 Bruton, Lola
 Carter, Annie
 Creef, Hattie
 Dawson, Blanche
 Doggett, Bell
 Gay, Margaret
 Geddie, Susan
 Gwynn, Lillian
 Hayes, Eula
 Hester, Huldah

Holton, Della
 Howell, Flossie
 Long, Bertha
 McPhail, Ellen
 Mebane, Maude
 Morphew, Louise
 Siddle, Ola
 Sills, Louise
 Strudwick, Rose
 Tate, Kate
 Waddill, Lucile
 Wells, Lillian
 Wilmoth, Percie
 Winslow, Lydia
 Womack, Ida
 Yelverton, Glennie

HISTORY

Barbour, Carlotta
 Best, Mamie
 Blair, Eva

Brinkley, Ethel
 Broome, Ola
 Bruton, Lola

Carter, Annie	Long, Bertha
Chappell, Pattie	McPhail, Ellen
Creef, Hattie	Mebane, Maude
Dawson, Blanche	Morphew, Louise
DeLaney, Ethel	Siddle, Ola
Doggett, Bell	Sills, Louise
Gay, Margaret	Strudwick, Rose
Geddie, Susan	Tate, Kate
Graham, Sallie	Tomlinson, Mabel
Grimes, Dell	Ward, Edith
Gwynn, Lillian	Waddill, Lucile
Gwyn, Susie	Westbrook, Fay
Hambrick, Huldah	Weatherly, Cordye
Hayes, Eula	Wells, Lillian
Hester, Huldah	Wilmoth, Percie
Holton, Della	Winslow, Lydia
Howell, Flossie	Womack, Ida "
Jones, Sunie Bell	Yelverton, Glennie

Art Department

CHARCOAL

Diggs, Evelyn	Stewart, Ethel
Freeman, Josephine	Suit, Clara
Gilliland, Linnie	Thompson, Nona
Graham, Sallie	Wallace, Mildred
Sills, Louise	Ward, Mabel

CRAYON

Hales, Ethel	Thomas, Laura
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PENCIL AND CRAYOLA

Freeman, Josephine

PEN AND INK DRAWING

Bagley, Mary	Sills, Louise
Bagwell, Wiley	Stewart, Ethel
Carson, Bessie	Suit, Clara
Gilliland, Linnie	Thomas, Laura
Graham, Sallie	Thompson, Nona
Hales, Ethel	Winstead, Grace
Hendrix, Douglass	

PYROGRAPHY

Bynum, Fleta	Sears, Annie
Carson, Bessie	Sills, Louise
Diggs, Evelyn	Thomas, Laura
Gibson, Sarah	Thompson, Nona
Graham, Sallie	Ward, Mabel
James, Mary	

WATER COLOR

Bagley, Mary	Sills, Louise
Bagwell, Wiley	Stewart, Ethel
Carson, Bessie	Suit, Clara
Diggs, Evelyn	Tate, Grace
Gilliland, Linnie	Tate, Ruth
Graham, Sallie	Thomas, Laura
Hales, Ethel	Thompson, Nona
Hendrix, Douglass	Wallace, Mildred
Newby, Annie	Winstead, Grace
Reade, Sallie	

PASTEL

Bagley, Mary	Gibson, Sarah
Bagwell, Wiley	Gilliland, Linnie
Bynum, Fleta	Hales, Ethel

Hendrix, Douglass
Sears, Annie
Sills, Louise
Suit, Clara

Tate, Grace
Tate, Ruth
Thompson, Nona

OIL

Bagley, Mary
Bagwell, Wiley
Barringer, Fannie
Bynum, Fleta
Carson, Bessie
Diggs, Evelyn
Gibson, Sarah
Gilliland, Linnie
Graham, Sallie
Hendrix, Douglass
McIlhenny, Mary
Newby, Annie

Reade, Sallie
Sears, Annie
Sills, Louise
Suit, Clara
Tate, Grace
Tate, Ruth
Thomas, Laura
Thompson, Nona
Wallace, Mildred
Ward, Mabel
Winstead, Grace

CHINA

Bagwell, Wiley
Carson, Bessie
Davis, S. J.
Dozier, M. S.
Fisher, E. M.

Gibson, Sarah
Hendrix, Douglass
Kraft, H.
Royster, Sadie
Sears, Annie

Expression Department

Baxter, Bertie
Bynum, Fleta
Corbett, Sue
Craig, Grace
Field, Grace
Fray, Louise
Hales, Ethel

Ormond, Eula
Smith, Rosalie
Speed, Fannie
Walker, Nan
Winslow, Lydia
Womack, Ida

Business Department**STENOGRAPHY**

Andrews, Onnie	Ormond, Bonnie
Creef, Hattie	Schiffman, Dora
Field, Grace	Shaver, Daisy
Fountiane, Mamie	Sherrod, Debbie
Hays, Violet	Starbuck, Mabel
Litaker, Lucy	Utley, Bess
Merrimon, Lizzie	Wall, Elizabeth

TYPEWRITING

Andrews, Onnie	Ormond, Bonnie
Creef, Hattie	Schiffman, Dora
Field, Grace	Shaver, Daisy
Fountiane, Mamie	Sherrod, Debbie
Hayes, Violet	Starbuck, Mabel
Litaker, Lucy	Utley, Bess
Merrimon, Lizzie	Wall, Elizabeth

BOOKKEEPING

Fountiane, Mamie	Sherrod, Debbie
Hayes, Violet	Utley, Bess

Literary Department

General Requirements for Admission

Many applicants for admission, even in the higher classes, have been found deficient in the ordinary preparatory studies. It is not infrequent that we find candidates who can stand a fair examination on English Literature and Rhetoric, but fail on English Grammar and Composition. It is rare that we find a student well drilled on the principles of English Grammar, English Composition, and Arithmetic. These are branches to which we pay especial attention, and consequently our requirements with regard to them are very rigid. Our work in English Grammar and Composition is given the same prominence as is given to drill-work in Latin, French, or German Grammar and Composition. The fact that a student has studied the subjects for any number of years will not pass her unless she gives evidence that she *knows* them. To this end, we require entrance examinations on all subjects in all classes. To avoid the necessity of making unpleasant distinction between schools of different degrees of thoroughness, we do not admit any student by certificate. If she is properly prepared, she will do credit to herself and to her preparatory school by standing a good examination. Should she be poorly prepared, she ought not to enter any class that would prove too far advanced for her, and thereby jeopardize her possibilities of success, and injure the standing of the College.

Special Requirements for Entrance

All applicants for admission to the Freshman Class must pass written examinations in the following subjects:

English.—(a) Higher English Grammar and (b) elements of English Composition and Rhetoric, showing the ability to write brief paragraphs of simple, clear English, properly spelled and punctuated. The topics for these paragraphs will be chosen from the books in List I. below. These books the student is expected, not to study, but simply to read as she reads other books. In this part of the examination, therefore, knowledge of the subject matter will be considered as far less important than ability to write good English.

List I. For Reading: Shakespeare's Julius Cæsar; Shakespeare's Merchant of Venice; Sir Roger de Coverley Papers in the Spectator; Goldsmith's Vicar of Wakefield; Scott's Ivanhoe; Tennyson's Princess; Lowell's Vision of Sir Launfal; Eliot's Silas Marner.

(b) *Literature.*—The books in List II. below are to be studied with some degree of care. The student will be expected to show a thorough knowledge of their form and substance, and of the chief facts in the lives of their authors.

List II. For Study: Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus and Lycidas; Burke's Speech on Conciliation with America; Macau-

lay's Essays on Milton and Addison; Carlyle's Essay on Burns.

Students who pass the examination in Grammar and Composition and Rhetoric will be admitted to the Freshman Class in English, even though they may be deficient in the prescribed books of Lists I. and II. Such students will, however, be required to make up this work.

Mathematics.—Higher Arithmetic, and advanced Algebra through Progressions.

History.—United States History, and English History.

Science.—Physical Geography and Botany.

Latin.—Grammar and elementary composition.

Classes will be arranged in the above subjects as preparatory work for those who fail to enter as full Freshmen.

A candidate for admission into either the Sophomore, Junior, or Senior Class must stand a written examination on all the work of the classes below the one for which she is candidate, or on the equivalent of such work. For instance, to enter the Senior Class, it is not only necessary to stand examination on the studies of the Junior Class, but also on those of the Sophomore and Freshman Classes as well.

The decision of the heads of the departments as to what class an applicant must enter is final, and is not subject to appeal to the Faculty.

Requirements for Graduation

Every candidate for graduation is required to complete the entire English Course, and one ancient and one modern language.

All students who fail to secure the passing grade on any study must review the subject or subjects and stand another examination within a month from the regular examination at which they fail to pass. Any one who, from any cause, stands an examination *after* the regular time for such an examination can not obtain a higher standing than the passing grade.

Every candidate for graduation must present to the Faculty an approved *Thesis* on a subject furnished by the committee appointed for that purpose. This *Thesis* must contain at least 3,000 words, and will not be accepted later than the fifteenth of May.

Below is found the number of hours per week required on each subject:

CLASSES	English	Mathematics	Science	History	Latin	Any one of these			Philosophy	Bible	Total
						French	German	Spanish			
Freshman Year.....	3	3	2	3	3	....	....	....	....	2	16
Sophomore Year.....	3	2	....	3	3	3	3	3	....	2	16
Junior Year.....	2	2	3	2	3	3	3	3	....	1	16
Senior Year.....	3	....	3	2	3	2	2	2	2	1	16

Courses of Study

Department of English

MISS NORA B. PENICK

In the English Course the aim is (a) to train the pupil in expressing her thoughts clearly in correct English, and in acquiring an ease in such expression that will enable her to write with freedom and pleasure; (b) to familiarize her with the leading forms of English Literature, and with some of the best works under each form; (c) to give her an outline history of English and American Literature.

In the pursuit of this aim two courses are given: one in Grammar and Composition, and one in Literature. In the Composition Courses text-books are used for the study of principles, but the emphasis is always on the pupil's own writing. This is done under the criticism of the teacher. In the courses in Literature, chosen works of representative authors are read, the emphasis being on the works as living products of their creators, rather than as specimens of types of Literature.

Freshman Class.—(a) Rhetoric; (b) American Poets; (c) English Composition: At least one short theme a week, with personal conferences between each student and the instructor for the correction of individual faults.

Sophomore Class.—(a) Higher Rhetoric, with rhetorical study of selections from Macaulay, De Quincey, and Carlyle, with parallel reading to be assigned by teacher. (b) American Literature. (c) English Composition: One theme or its equivalent each week, with personal conferences, as in the Freshman year.

Junior Class.—(a) Shakespeare: Critical study of six plays, with written reports on other plays selected for parallel reading. (b) Milton: Critical study of his Minor Poems, and of selections from *Paradise Lost*, with written reports on these and his other English poetry. (c) Critical study of the forms of English poetry.

Senior Class.—General survey of English Literature. Critical study of the works of Carlyle, Newman, Matthew Arnold, Ruskin, Dickens, Thackeray, George Eliot, Tennyson, Browning, and Mrs. Browning. The class-room work will consist partly of lectures, partly of the critical study of selections, and partly of written reports by the members of the class on assigned topics.

Department of History

MISS SALLIE JOYNER DAVIS

In all the work of this department, our main purpose is to stimulate the pupil to investigate for herself, and to create in her an insatiable love for the subject. The work of the advanced classes is a study of the causes and influences of historical movements

rather than of the details of the movements themselves; the purpose of this being, of course, to give the pupil a correct idea of the relation of events and of their place in history.

Freshman.—Greek and Roman History (West).

Sophomore.—Modern History (West).

Junior.—The History of England. This course emphasizes the constitutional development of the English people. Cheyney's Short History of England. Montague's English Constitutional History.

Senior.—American History. This course covers the period of United States History from the organization of a provisional government under the articles of confederation to the beginning of the Civil War.

Department of Mathematics

MISS ANNIE M. PEGRAM

FRESHMAN CLASS

Fall Term.—(Three hours); Wells' Plane and Solid Geometry.

Spring Term.—(Three hours); Wells' Plane and Solid Geometry, completed.

SOPHOMORE CLASS

Fall Term.—(Two hours); Wells' Plane and Spherical Trigonometry.

Spring Term.—(Two hours); Wells' Plane and Spherical Trigonometry, completed.

JUNIOR CLASS

Fall Term.—(Two hours); Nichols' Analytic Geometry.

Spring Term.—(Two hours); Nichols' Analytic Geometry, completed.

Science

MISS ALICE V. WILSON

FRESHMAN CLASS

Fall and Spring Terms.—Physiology (Colton).

JUNIOR CLASS

Fall and Spring Terms.—Chemistry (Newell).

SENIOR CLASS

Fall and Spring Terms.—Physics (Carhart and Chute).

Philosophy

MISS NORA B. PENICK

(a) *Elements of Psychology*; (b) *Ethics*.—The aim of the instruction in this course is to introduce the student to the philosophical group of studies and to shape the later stages of her culture by them. The practical bearings of these subjects are emphasized, and their close relation to the problems of life, conduct and education is constantly pointed out. The instruction is conducted by lectures, experimental work and written reports by the students, following such texts as Thorndike's *Elements of Psychology* and McKenzie's *Manual of Ethics*.

Latin Department

MISS EDNA M. FISHER

FRESHMAN CLASS

Fall Term.—Rapid review of forms; Gate to Cæsar; Latin Composition.

Spring Term.—Cæsar's Gallic War, two books; Latin Composition.

SOPHOMORE CLASS

Fall and Spring Terms.—Cæsar's Gallic War, four books; Sallust's Catiline; Latin Composition.

JUNIOR CLASS

Fall Term.—Cicero, four orations; Latin Grammar; Latin Composition.

Spring Term.—Vergil's Æneid, four books; Latin Grammar; Latin Composition.

In connection with Cicero's orations the pupil must make a careful study of the history of Rome from 100 to 63 B. C., together with a brief review of the whole history. With Vergil, the geography of the Mediterranean Sea and all points on mythology will be looked up. Harper's Dictionary of Classical Literature and Antiquities must be consulted.

SENIOR CLASS

Fall Term.—Horace's Odes, four books; Roman Literature; Composition; Sight Reading.

Spring Term.—Tacitus, the Agricola and Germania, Roman Constitution; Composition; Sight Reading.

All points in Horace on the history, life or mythology of the Roman people must be carefully looked up. All the principal characters in their literature will be considered as to their lives, times and works. With Tacitus, the provincial administration will be studied and with this, the constitutional history of the city itself.

Modern Languages

Owing to a change in the requirements for graduation whereby two languages, Latin and one modern language—either French, German, or Spanish—will hereafter be required in the regular course, the number of hours in a modern language has been reduced. The course in this department is shortened from four to three years, beginning in the Sophomore year, with three hours weekly in the first, second and third years of the modern language course.

After only a few lessons in grammar are learned, easy reading is commenced. Special attention is given to pronunciation from the very first. Short dictations—which train the ear and call the pupil's attention to spelling, peculiarities of construction, etc.—are begun during the first year and are continued throughout the course. In reading, the pupil is required to parse, and to notice carefully the idioms. At the end of the course she has acquired a thorough knowledge of grammar, a fair knowledge of the history and literature of the country, is able to read and translate with ease, can understand the spoken language, and can speak it herself with some degree of

ease, though in large classes it is impossible to teach one, in so limited a time, to be a fluent conversationalist.

Careful examinations will be given to those wishing to enter a class higher than the Freshman, wherein knowledge of grammatical rules, ease in translating, facility in writing under dictation (graded according to class), and pronunciation, will be taken into consideration in determining the class which the pupil will enter.

French Department

MISS BLANCHE H. GUNN

FIRST YEAR

Fall Term.—Whitney's French Grammar.

Spring Term.—Rollin's French Reader.

SECOND YEAR

Fall Term.—Le Roman d'un Jeune Homme Pauvre, Feuillet.

Spring Term.—La Belle Nivernaise, Daudet; Composition, Chardenal; La Mare au Diable, Sand.

THIRD YEAR

Fall Term.—Tartarin de Tarascon, Daudet; Iphigénie, Racine.

Spring Term.—Le Bourgeois Gentilhomme, L'Avare, Molière; Histoire de la Littérature Française par Alcée Fortier.

Books read out of class: Jeanne D'Arc, Lamartine; La Tache du Petit Pierre, Mairat.

German

CONRAD G. B. LAHSER

FIRST YEAR

Fall Term.—Harris's German Lessons; Leander's Träumereien; Conversation, Easy Sight Reading and Dictation.

Spring Term.—Practical German Grammar (Thomas); Storm's Immensee; Conversation and Dictation; Sight Reading.

SECOND YEAR

Fall Term.—Grammar (Thomas); Die Journalisten (Freitag); Wilhelm Tell (Schiller); Composition, Conversation, and Dictation; Sight Reading.

Spring Term.—Grammar (Thomas); Jungfrau von Orleans (Schiller); Iphigenie auf Tauris (Goethe); Conversation, Composition, and Dictation; Sight Reading.

THIRD YEAR

Fall Term.—Stilistik, Conversation and Dictation; Hermann und Dorothea (Goethe); Populäre (wissenschaftliche) Vorträge (Hermann von Helmholtz); Abriss der deutschen Litteratur (L. R. Klemm).

Spring Term.—Stilistik, Conversation and Dictation; Faust, Erster Teil der Tragödie (Goethe).

Spanish

MISS EDNA M. FISHER

First Year.—Elementary Spanish Grammar and Composition; Reading of easy Modern Spanish; Dictation; Memory Work.

Second Year.—Spanish Grammar; Reading of Modern Spanish Novels and Plays; Conversation and Practical Exercise in Prose Composition; Sight Reading; Memory Work.

Third Year.—Literature of the Sixteenth and Seventeenth Centuries—Cervantes, Lope de Vega, Calderon; Prose Composition; Sight Reading.

Bible Department

MISS EMMA C. PAGE

The ignorance of many otherwise intelligent people, even college graduates, of the "Book of Books" is deplorable; and recognizing this fact, together with the still higher fact that no knowledge derived from any other source can be of such inestimable value, and of such high spiritual culture, as that to be derived from the Bible, the introduction of the systematic study of the Bible is regarded as the greatest advance made in recent years in the higher education of the young women of Greensboro Female College. The beneficial effects of such study during the past four years have been very marked, both upon the intelligence and character of the students; and as the Bible

becomes more and more an established text-book we are persuaded that the higher religious development of the students will be promoted. The subject is taught in such a manner as not only to render the students conversant with the great historical facts of the Bible, with its great value as a literary production, but the teacher, being one who has a sympathetic appreciation of the high moral and spiritual teachings of the Word of God, emphasizes the ethical side of the subject so as to render it most conducive to the development of religious character and sentiment.

Freshman Class.—The Pentateuch.

Sophomore Class.—Old Testament History.

Junior Class.—Life of Christ.

Senior Class.—Acts and Epistles.

Optional Studies

Music, Drawing, Painting, Expression, Bookkeeping, Typewriting, and Stenography, for which extra charges are made, are taught at the option of parent or guardian, and in such a way as to impede as little as possible the progress of the pupil in her regular studies. No pupil is allowed to commence one of these branches, or having commenced, to discontinue it, without the permission of the President, given at the request of the parent or guardian.

All resident special students are required to take as a minimum amount of work, in the Literary Course, English, Bible, and one other study, which may be optional.

School of Music

F. W. KRAFT, Director

The department aims to lay a foundation of musical knowledge that shall lead to a rational appreciation of the art of music, and add a cultural element to a general education.

Here the systematic arrangement of practice, the regular hours and the stimulus of a studious atmosphere are conducive to good work and corresponding achievement. The reaction of the general educational spirit upon the quality of the musical work is most

helpful. No greater mistake can be made in the education of a young woman than to suppose that music alone can yield substantial culture or character, or that it is sufficient in itself.

Piano Course

In outlining a course of study in piano work, it is impossible to set down any list of studies to be strictly followed, as the needs of each pupil must be considered, and fitting studies assigned.

The object of the department is to aim to the highest in music; to cultivate the student's ear for the very best literature.

Modern systems of technique, with appropriate exercises and studies; inventions, preludes and fugues, sonatas of the classic and romantic periods, concert-pieces by the great masters of the nineteenth century, compositions of the modern schools, are all used so as to be conducive to the end to be accomplished.

Voice

The practice of the art of singing demands an erect position of the body, and the proper use of the vocal organs and the breathing apparatus. Hence voice training has a real value, hygienically as well as musically. The improper use of the vocal organs not only prevents the hygienic benefits, but may injure the voice.

True cultivation of the voice consists in the development of pure tone, and its easy, natural use and

control in singing. Correct use of the breath, intonation, attack, legato, accent, phrasing and enunciation are the leading features of technical drill.

Neither the so-called method of the Italians nor that of the Germans is used exclusively; but by the adoption of what are believed to be the best features of all methods, as well as by the use of discriminating judgment as to any peculiar needs of the particular voice under treatment, we endeavor to carry forward the formation and development of the singing voice. At the same time, a higher ideal than the perfection of mere mechanical skill is aimed at, viz., a musicianly style of singing, and all that is implied in the broad term, "interpretation," together with a thorough appreciation of the best works of the great masters, both new and old.

Thus we hope to prepare our pupils for successful teaching, for positions in church choirs, and for concert, and through them to advance the cause of artistic singing.

Harmony

The subject of Harmony requires two years to complete the course in classes, but the average student can complete it in one year privately.

Text-books, H. A. Clark's Harmony, and Goetschius Material of Music.

Musical History

The work in Musical History is done in classes. Text-books, Baltzell, supplemented by library work.

Recitals

Concerts and recitals, free to the public, will be given by members of the Faculty of the Music Department, and will be supplemented by occasional concerts by other musicians. Students' recitals will occasionally be given, and those competent will be asked to prepare entire programs.

Special Students

Special students will be expected to study Harmony and Musical History. All students in the Music Department will be required to belong to the chorus class.

Diplomas

Students will not be considered candidates for graduation until they have given evidence of the requisite musical ability, and of having successfully pursued a course of literary study equivalent to that provided by the better class of high schools.

At least one year must be spent here. Two years Harmony, two years Musical History, are required for piano students, together with a thesis of not less than 2500 words, and a full recital program. Voice students must have two years Musical History, one year Harmony, two years Piano Work, together with the thesis and recital program.

Enlargement of Music Department

It is the purpose of the present management of the College not only to continue the policy pursued throughout the past of its history in keeping Greensboro Female College abreast of the best institutions of its class in the high character of its musical education, but to enlarge its facilities for still more extended opportunities for the study of music in all its branches.

As an earnest of this purpose there have been several important additions made in the department.

Hereafter instruction will be given on the pipe organ, violin and other instruments; also an advanced course in Harmony and Musical Composition will be arranged for those who may desire this advantage.

There have also been two additions to the musical faculty, Professors Robt. L. Roy and Conrad Lahser. These gentlemen have received the finest of training in European conservatories, and each is a master in his respective department of work. It is with pleasure that the College announces the connection of these gentlemen with the faculty.

Department of Expression

MISS ELIZABETH HARDIN

The Department of Expression is designed to teach expression as an art based upon the laws of nature, and to give a practical and systematic training in development according to these laws.

Practical training and creative work form the basis of the course in Expression. The work of each student is carefully selected and systematized according to individual needs. The student is led to realize her powers and possibilities, and given such training as will best develop her individuality.

Students suffering from speech defects will receive careful training for the cure of their impediments. Special attention will be given to articulation and pronunciation, according to the needs of the student.

All students meet in class once a week for the practice of problems and exercises, criticism on recitations and general ensemble work. In addition to this the students meet together once a week in a dramatic club.

The course in Expression is divided into two groups, Teacher's Course and Public Reader's Course. Teachers' diplomas will be awarded to students who successfully complete the course in Expression for the three years, and pass satisfactory examination in English Language and Literature and Philosophy, as prescribed in the regular Senior year of the regular college course. Public Readers' diplomas will be awarded to those who successfully complete the Public Reader's Course. At least two years must be spent here. The student must possess marked ability in original work and characterization. Occasionally students' recitals will be given, and each graduate must give at least one recital during the year.

Teacher's Course

FIRST YEAR

1. Vocal Training. The voice is developed, not merely by technical exercise, but by awakening right action of the mind. Correct method of breathing. Development of articulation. Training of the ear.

2. Training of the Body. Physical development. Control of the body as an instrument of expression. Development of ease, grace, strength, and responsiveness.

3. Vocal Expression. Thinking is awakened, and its processes studied. No mechanical or imitative methods are allowed, and the student is taught to use her own creative powers. Text-book, "Lessons in Vocal Expression."

4. English Language and Literature. (As prescribed in regular Sophomore year.)

5. Recitations and abridgments from the best literature.

SECOND YEAR

1. Vocal Training. Development of openness and freedom of tone. Technical practice and flexibility.

2. Training of the Body. Harmonic gymnastics. Development of unity in all parts of the body.

3. Vocal Expression. Nature and characteristics of the imagination and its function in the vocal interpretation of literature. Development and definition of feeling. Text-book, "Imagination and Dramatic Instinct," S. S. Curry.

4. Pantomimic Expression. The nature and meaning of the agents of the body are carefully studied, and the expression of thought and feeling developed by practical problems. Dramatic action. Problems for the development of the dramatic instinct and the language of pantomime.

5. English Language and Literature. (As prescribed in the regular Junior year.)

6. Recitations, abridgments from standard works, and scenes from Shakespeare.

THIRD YEAR

1. Vocal Training. Agility of voice. Range of voice in reading and speaking. Resonance and tone-color.

2. Vocal Expression. Voice problems, extemporaneous speaking and discussion.

3. Pantomimic Expression. Relation of harmonic training to Expression. Characterization. Problems in Pantomime and Dramatic Action.

4. Province of Expression. Study of the general character of expression. Text-book, "Province of Expression," S. S. Curry.

5. English Language and Literature. (As prescribed in regular Senior year.)

6. Philosophy. (Senior.)

7. Abridgments for recitation from standard works, original dramatizations of popular novels, and scenes from Shakespeare.

8. A systematic study of the history of pedagogical principles and methods as applied to the teaching of expression.

Public Reader's Course

FIRST YEAR

1. Vocal Training. Training of the body. Vocal and Pantomimic Expression as prescribed in second year, Teacher's Course.

2. Extemporaneous speaking, discussion and criticism.

3. English Language and Literature. (As prescribed in Sophomore year.)

4. Creative rendering. Awakening of dramatic and literary ideals. Study of the Monologue and its interpretation.

SECOND YEAR

1. Vocal and Pantomimic Training and Expression. (As prescribed in third year, Teacher's Course.)

2. Dramatizations and abridgments.

3. Interpretative Poetry. In addition to work prescribed in Teacher's Course, a study of poetic drama, Shelley's Prometheus Unbound. Old comedies, She Stoops to Conquer, or the Rivals. Modern Drama, Ibsen, Maeterlinck and George Bernard Shaw.

4. English Language and Literature. (As prescribed in Junior year).

5. One year of French or German.

6. Public Reading as an Art. Characterization and impersonation.

Department of Art

MISS ELIZABETH PORTER

We have in the College one of the largest and best equipped art studios to be found in the South, and our course of study is identical with that prescribed by the best northern and foreign art schools. Drawing is taught from geometrical figures, casts of ornament and foliage, casts from the antique, life-masks, and also from the living model and nature. The purpose of this school is to furnish the best facilities for those who desire to pursue an extended course of practical instruction in the several branches of Drawing, Painting, Modeling and their correlated subjects. Special attention is given to Composition and Sketching. Indeed, it is our purpose greatly to increase the thorough and serious study of art.

Pupils may enter at any time during the session.

The Studio is open daily during school hours, and no limit is placed upon the time during which a student may work.

All work done in the Studio must be left in the College until after the art exhibit at commencement.

Business Department

MISS MARTHA S. DOZIER

The Business Department embraces three branches of study—Stenography, Typewriting, and Bookkeeping. The great object of this work is to prepare girls for actual business; in other words, to enable them to

make their own living, should it become necessary. The course can be completed in one year by the average pupil. At the close of the year the young lady receives a certificate stating her grade in accuracy and ability. This is of great benefit to her in securing a situation.

English and Arithmetic are taught in this department in the regular college classes, and each student will be required to take these subjects unless her work shows proficiency in them. Particular emphasis is placed upon spelling.

We do not guarantee positions, but have never had any trouble in placing our students in good positions. As a rule we have more places than applicants.

Stenography

The Isaac Pitman system of Phonography is used. The student occupies the first few weeks in learning the principles of this system. Simple dictation is introduced after a few lessons. All during the course the principles are reviewed at regular intervals. This method secures a mental drill and a degree of accuracy that is invaluable to the student.

The daily dictation is composed of actual letters from different lines of business, such as Wood and Coal, Furniture, Paper and Printing, Loans and Collections, Lumber, Building and Loan, Hardware, Wholesale Grocery, Dry Goods, Railroad, also extracts from newspapers, magazines, and stock reports. In addition to this the student has a thorough drill in legal forms, contracts, specifications, leases,

etc., is taught to manifold, direct envelopes, fold letters, file, and to look after the matters that usually come up in an office.

Typewriting

Great care is taken from the first lesson to have the student do absolutely correct work. Every one is required to learn the mechanism of the machine, to clean and oil it thoroughly. The Touch System of Typewriting is taught.

English

It is absolutely necessary for a stenographer to have a working knowledge of the English language. Unless an applicant for the Business Department can stand a satisfactory test on this subject she will be required to study it in the regular college classes, without extra cost.

Spelling

Especial attention is given to this much neglected study. In addition to the daily drill the misspelled words culled from the transcript are brought to the attention of the students.

Bookkeeping

The study of bookkeeping is taught in such a practical way that the student feels from the first that she is in an actual office and not taking a study. Each student has her own desk and set of books. She handles money, notes and drafts, makes her own

deposits in the bank and draws her own checks. The double-entry system of Bookkeeping is employed throughout the course. At the end of each month of practice a trial balance and balance sheet are taken and the ledger is closed.

Arithmetic

It is as necessary for a bookkeeper to know the principles of Arithmetic as it is for a stenographer to understand English, so provision is made for each student to take this subject in the college classes, without extra charge.

Commercial Law

Very few young women understand the principles that underlie the business world. While no attempt is made to take up the study of Commercial Law in an exhaustive manner, practical applications of the chief points give the students an idea of these principles that are of real value to them as business women.

Department of Physical Culture

MISS ELIZABETH HARDIN

The correlation of the mental and physical powers is so intimate as to render them largely interdependent for their fullest development; and in order that the former may act with the greatest freedom the latter should be cultivated with the most careful attention.

It has been found practicable to emphasize the amount of out-door exercise, and great interest is shown in athletics. Basket ball, tennis, and field-hockey are among the popular sports, and the student is expected to exercise for at least a half-hour each day in the open air.

Club swinging and fencing and the lighter forms of gymnastics are taught according to the Swedish system, and special attention is paid to the individual needs and development of the students.

Each student must be provided with a gymnasium suit of dark blue flannel or serge. .

Charges for Board and Tuition

In order to place the advantages of the school within the reach of a large number of persons, the Trustees have fixed the charges for board and tuition at the lowest possible figure compatible with financial safety and the superior educational facilities and physical comforts offered. No margin has been left for deduction or losses.

Per Term, Half Year

TO BE PAID BY ALL RESIDENT STUDENTS

Board, Furnished Room, Lights, and Fuel	\$65 00
Laundry	9 00

TUITION FEES, TO BE PAID IN ADDITION TO ABOVE CHARGES

Full English Course	\$25 00
Ancient and Modern Languages (each)	10 00
Piano or Voice, each, from Director	30 00
Piano or Voice, from Assistant	25 00
Organ	30 00
Violin	30 00
Harmony and History of Music	10 00
Special Lessons in Advanced Harmony and Composi- tion	30 00
Use of Piano (one practice hour per day)*	2 50

* Piano—Two hours, \$4.00; three hours, \$6.00.

Use of Organ (one practice hour per day)*	4 00
Rent of Music (not including sheet music).....	1 00
Drawing	20 00
Oil Painting	20 00
China Painting	25 00
Use of Models	50
Expression—Special Lessons	20 00
Typewriting and Stenography	25 00
Use of Typewriter	2 50
Bookkeeping	12 50
Laboratory Fee—for students in Chemistry and Physics	2 50
Library Fee	1 00
Graduation Fee	5 00

A student in the *course required for graduation* will not be charged an extra fee for second language.

No charge is made for English tuition to daughters of ministers engaged in regular pastoral work.

Parents or guardians are earnestly requested to study the above schedule of prices carefully, and to select the studies they wish their daughters or wards to pursue. They can then see what the expenses per session will be.

Students are charged only for the studies they actually take, but no charge for a study will be made for less time than one month, under any circumstances; nor for less than one term, except to those

* Organ—Two hours, \$6.00; three hours, \$8.00.

who enter after two weeks from the opening of the fall or spring session, and to those who are compelled to leave for *afflictive providential reasons*.

We offer special rates to two or more from the same family.

We require fifty dollars from every pupil *on entrance*, fifty dollars at the *middle* of each session, and the remainder of her bill at the *end* of the session.

Books, art materials, and sheet music are kept on sale at the College, and are furnished the young ladies at very low rates. The bills for these supplies are payable on presentation to parent or guardian. Cash payment is required for stationery.

Boarding pupils are not allowed to open accounts in the city.

Parents or guardians are requested to deposit with the Treasurer all funds for contingent expenses; otherwise the officers of the institution will not be held responsible for any loss that may occur.

All express packages should be *prepaid*.

Special Advantages Offered by Greensboro Female College

In the foregoing pages attention has been directed to the superior advantages offered in our course of study, but we would also lay special emphasis upon other advantages growing out of our particular conditions. First among these may be mentioned the homelike atmosphere pervading the school, due to the constant endeavor to give each pupil such surroundings and influences as will throw about her the same safeguards and, as far as possible, the same comforts that she enjoys at home.

At the impressionable age at which most young girls leave their homes to enter upon a college career they need, on account of their inexperience, watchful care over their physical life, and wise guidance in their moral and intellectual life. While this strict supervision is not exercised in such a manner as to keep them in leading strings and thereby hinder their growth and development in character, yet they should have, and will receive at Greensboro Female College, personal care and attention in all that pertains to health, mind, and morals. The individuality of the pupil is studied, and her special needs are considered, so that she is regarded and treated as an integer in the student body rather than as a fractional part of a great body into which her personality is merged and in which her influence is inappreciable.

It is coming to be more and more recognized as a fact that while the greater colleges and universities have their proper places for the broadening and fuller development of trained and disciplined minds, the smaller colleges have a distinct and important place in the general scheme of education, and that better results are obtained where the foundations of education are laid in institutions which, with an able and conscientious faculty, are enabled by reason of not over-crowded classes to give that particular and individual attention which untrained youthful students require. Moreover, where a student does not feel his or her identity overshadowed by great numbers a deeper sense of responsibility is felt, together with a higher sense of personal obligation, necessarily resulting in greater self-reliance and a wholesome consciousness of dwelling in the public eye, with a corresponding realization of salutary restraint. Therefore conduct is more carefully guarded and character is strengthened by the bonds of habit forged by right acting.

Another of our peculiar features is to be commended to favorable consideration. This is the fact that our aim is largely and almost entirely directed to laying a broad foundation for purely literary culture. Recognizing that too early specialization in any direction is narrowing in its tendency, the College confines its work mainly to seeking to impart to its students a thorough acquaintance with such lines of study as tend both to strengthen the mental faculties and to develop an appreciation of the departments

of knowledge most conducive to breadth of culture, believing that both happiness and usefulness in life are best promoted by a broad and liberal culture, which likewise furnishes the best foundation on which to build a profession, should the question of utility press itself upon the student as she reaches maturity. These being our views upon the education best adapted to prepare a young woman to fill worthily her place in society, using that term in its most comprehensive sense, as embracing all the relations of life in which she may be placed, our entire policy is shaped toward this end—the production of a young woman whose breadth of culture, both of mind and heart, shall give her the power of adaptability to whatever sphere of activity duty may assign her.

General Information

Our Faculty

Greensboro Female College employs no tutors in any department of its college work. Our lower classes have the same advantages, in the matter of highly competent teachers, as the higher classes. Our policy forbids that a student, in whatever class or branch of study, should devote part of her time to teaching and the rest to her studies. We deem the studies of the lower classes in every branch of college work of too great importance to place them in the hands of inexperienced students. We are forcibly reminded every year that a student needs a specialist more at the beginning of her school career than at any other period. These considerations have led us to select our Faculty with great care. Among them will be found graduates of leading colleges and universities, and many who have done post-graduate work in higher institutions of learning both in this country and abroad. Every teacher in the College is a specialist, and has had experience in college work here and elsewhere.

System of Instruction

Our course of study is extensive and well arranged. The constant aim of the Faculty is to secure accurate scholarship and a high standard of attainments. We

have no stereotyped methods of instruction. The plan is dictated by the individual requirements of the pupil. Young ladies are encouraged in original thought, which is the secret of all distinguished scholarship. We consider the object of pursuing a course of study to be not only to acquire knowledge, but so to train and develop the intellectual powers that the mind may become capable of correct, discriminating, vigorous thought. The students are first closely questioned on the lesson, and then such oral explanations are given as are found necessary. Parents are earnestly requested to have their daughters well trained in all the primary branches of study. Applicants for admission, even into advanced classes, are often found very deficient in these essential studies. Faulty primary work is often fatal to final scholarship, and always difficult and expensive in being adjusted.

Examinations and Reports

There are three regular examinations held during the scholastic year—Fall, Intermediate, and Final—beginning the first week in December and March, and the third week in May, respectively. From these examinations, combined with the daily record of scholarship, a report of the pupil's standing is made. This report, including a general statement of deportment and a record of absences from recitations and church, is forwarded every three months to the parent or guardian. In addition to the above reports, we send out general statements monthly, except December and March. By means of these statements and

reports we are able to keep all patrons informed as to the conduct and diligence of their daughters or wards. The information sent out from the President's office may be relied on absolutely, as we intend neither to flatter nor palliate, but to give the truth conscientiously. The system of giving high numerical grades, prevalent in many schools and colleges, finds no place here, as it fosters habits of loose scholarship, and frequently misrepresents the true state of affairs. Our policy is to inspire all students to do hard, open, honest work for the sake of the results of the work, and not for the attainment of high marks alone.

Literary Societies

The College has two literary societies, known as the Irving Literary Society and the Emerson Literary Society. Both societies are well organized, and have proved very beneficial to the members in the promotion of reading and other literary attainments. These societies are important auxiliaries in the cultivation of taste and manners, and afford rare facilities for improvement in elocution, composition, and conversation.

The College Message

A literary magazine is issued six times during the scholastic year, under the management of the two literary societies, an editor being elected from each. This magazine affords a fine opportunity for the training of the students in literary work, as the subject matter is of their own production; and it likewise serves as a bond of union between the alumnae

and their alma mater, keeping them in sympathetic touch with all her present life and interests. Each alumna should have her name upon the subscription list of the MESSAGE, and receive this periodical letter from her old college home.

Reading Room

It is the purpose of those most interested in the College to build up, as rapidly as possible, a library of the best reference books, as well as of general literature, that shall be commensurate with the demands of a first-class institution in which the literary standards are high. The beautiful room designed for the library is now ready for occupancy, and we have a reading room, which is commodious, comfortably fitted up, and supplied with the leading daily newspapers of the State, several religious weeklies, and a very large number of the best class of magazines and other periodical literature.

In addition, there is a good supply of encyclopedias, standard dictionaries, works of reference in history and literature, and numerous other valuable books, serviceable to the students in the preparation of their lessons. A number of friends have made contributions in the form of gifts and loans to our library, so that we have now from 1,200 to 1,500 volumes, making quite a good nucleus for the more complete collection of books with which we hope to fill the shelves of our new library before another year.

Will not our friends assist us in this laudable enterprise, either by gifts of money or books?

Religious Advantages

Rev. G. H. Detwiler, D. D., pastor of West Market Street Church, Greensboro, N. C., is the College Chaplain. He will meet with the young women at chapel services and prayer meetings from time to time, in addition to his pastoral visits.

The regular exercises of the school are opened with Bible reading, singing, and prayer. Semi-weekly prayer meetings are held regularly in the College Chapel by the pupils. The young ladies are required to attend church once, at least, every Sabbath. A Young Women's Missionary Society is in successful operation, and the College will furnish board and tuition free to one young lady preparing for foreign mission work.

The systematic study of the Bible, which has been introduced into the regular course, is an important agency in the development of intelligent religious character.

The Young Women's Christian Association

This agency for good was organized in the fall of 1896, and since then has been an important factor in the religious life and activity of the institution. It sends annually representatives to the Southern Summer Conference of the Young Women's Christian Associations, at Asheville.

It holds devotional meetings twice a month. Of the other two Sabbath evenings, one is devoted to the

missionary cause, a branch of the Y. W. C. A., and the other to the temperance cause. Under the auspices of the Association prayer-meetings are held daily.

While the object of the Association is primarily to strengthen and enrich the heart-life of the young women, the social side is not neglected. New students are made to feel at home by the kind words and attentions of all the members of the Association, and of the reception committee more especially.

The members of the committee will be on hand at the opening of the session to extend a greeting and welcome, not only to the new students, but to every former student who returns.

We would earnestly enjoin every young woman who enters Greensboro Female College to lose no time in allying and identifying herself with the Y. W. C. A.

Government

It is the purpose of the management to inspire all the young women who come to Greensboro Female College with a genuine, earnest, consuming desire for a higher moral and intellectual experience, and to teach them by precept and example to form correct ideas and notions of life. The mere acquisition of knowledge, however varied and extensive, can not be called education in the true sense. Recognizing this fact, the faculty and officers have been selected with reference, not only to their scholarship, but to their general moral and religious culture as well. The government is in charge of the President, who resides in the College, and lady teachers. The students are

grouped in sections, and a teacher has charge of each section night and day. Our discipline is mild, but firm. We do not try to govern the pupils by a set of intricate regulations, nor to make mere *machines* of them by a strict adherence to formulæ and rules. We start out with a few leading principles of behavior and morals, and strive to develop a true sense of *personal responsibility* in all students. They are recognized as moral beings and trusted as persons of honor and character, and not as mere children to be watched by spies and reported by tale-bearers. As soon as we discover that a young woman cannot bear treatment of this kind—such discoveries are very rare—her parents are notified that she needs a change of environment, as we cannot keep disturbing elements in our college family. While this general principle governs us in regard to our treatment of the students, the fact is recognized that numerous restraints must be thrown around the young for their protection, as well as our own. For this reason persons of experience always look after the interests and conduct of our students, and are ever in place to make suggestions for improvement in all lines of life.

We aim at the highest moral, mental, and physical culture, that our pupils may be properly fitted for their legitimate sphere as educated Christian women. To this end the President embraces every opportunity for counsel, encouragement, or reproof, and endeavors constantly to surround the inmates of the College with the atmosphere of a cheerful, well regulated family.

The teachers residing in the College take special interest in the welfare of the pupils, and assist in the government of the school by co-operating with the President in her efforts to secure the observance of rules of order and attention to study. Indeed, all the teachers and officers are expected to devote themselves faithfully to the interests of the institution, and to give its laws and administration a cordial support.

Domestic Department

This department is under the personal supervision of the Matron, and an intelligent and experienced lady to attend to the sick.

All the sanitary arrangements of the building are so made as to promote the health and comfort of the pupils. The table is constantly supplied with the best quality of food, both in variety and in abundance. Every attention necessary to the welfare of the school is given.

When boarders enter College they are received as members of our own family, and guarded with parental care from all evil influences. The young ladies are required to keep their rooms neat and in good order.

Hours of study, rest, and recreation are arranged with reference to the physical as well as intellectual development of the students. A portion of each day is set apart for invigorating outdoor exercise. When well, their health is guarded with constant care, and in sickness they receive the utmost kindness and attention.

Care of the Sick

Miss Fannie Armfield ("Aunt Fannie", as she is affectionately called by the girls) is our supervisor of health, and has charge of our infirmary, which is well fitted up and properly arranged and ventilated. She gives all her time to looking after the health of the young ladies, which she does with a mother's care and watchfulness. If any of the young ladies are the least indisposed she takes them in charge, and often, by a little wise care, prevents protracted sickness. We confidently assert that no college can show a better health record. Careful attention and close oversight have secured this, and we expect to keep up the standard. If any of the young ladies should become sick, the very best medical attention will be called in and their parents will be promptly notified of their condition every day. A small fee of fifty cents a day is charged for every day a young lady is in the infirmary. This is for the attention of a trained nurse, and special care, which is so necessary to the sick. Medicines are furnished and charged at regular retail prices.

Visiting and Correspondence

Young ladies will not be allowed to spend the night out of the College with friends in the city. They will not be allowed to attend any public meetings or gatherings, except when accompanied by a teacher or parent. Young gentlemen wishing to call on the young ladies of the College must present written per-

mission from their parents or guardians. No calls must be made during school hours. No visiting allowed on the Sabbath. The President reserves the right to use her discretion in the matter of visiting, and it is earnestly requested that parents and guardians will not give permission to their children or wards to see visitors at such times as forbidden.

The correspondence of the young ladies will be under the direction of the President. No correspondence with young gentlemen will be allowed, except by permission of parent or guardian. All letters should be directed to the care of Greensboro Female College, Greensboro, N. C.

Wearing Apparel

While we do not require any prescribed uniform in dress, we do earnestly request our patrons to furnish their daughters only plain, neat, inexpensive wearing apparel. We make this request to avoid all extravagance in dress, so as to reduce school expenses to a minimum, and to prevent unpleasant distinctions and rivalry in dress. It is also advised that, so far as possible, all purchases of clothing be made at home and sent ready-made to the pupils, for few things so distract their attention and divert their minds from their studies as shopping and frequent visits to the dress-maker.

Each young lady coming to school should be provided with an umbrella, a pair of overshoes, and a rain-coat, and *have her name distinctly marked on every article of clothing.*

Pocket Money and Boxes

Parents are requested not to give their daughters much pocket-money. They can do much better work without it. Often not much studying can be done until it is spent. *In no case will we be responsible for money not deposited with the Treasurer.*

Parents are requested not to send their daughters boxes of food. They are positively injurious to them. Candy and fruits, occasionally sent to them, are not so objectionable, but they do not really need anything of this kind, and are the better off for not having them.

Articles Required to be Furnished

Each boarding pupil is required to furnish blankets, sheets, pillow-cases, white counterpanes, towels, and table napkins, for personal use.

Positions for our Pupils

We often have applications for teachers who were educated at Greensboro Female College. Principals of schools frequently write us asking us to recommend to them some of our former pupils for assistant teachers. It is our rule to keep a list of all the young ladies who desire positions. We prepare them especially to teach, and then we recommend them to parties wanting teachers. In this way we help many of our pupils to pleasant and lucrative employment. Many of the young ladies who have recently graduated in our Business Department, in the Literary Department, and in the Departments of Music and Art, are

now filling good positions in various parts of the country. A graduate of Greensboro Female College generally finds but little difficulty in securing a good position. In this, assistance is gladly given.

For Further Information

If anyone desires any information in reference to the College, which is not found in this catalog, the President of the College will be glad to give it. She will correspond with parents in reference to the best plans for preparing their daughters for college, or with young ladies who desire to secure a collegiate education. Address all letters to her, as follows: Mrs. Lucy H. Robertson, President Greensboro Female College, Greensboro, N. C.

Suggestions to Prospective Patrons

1. It is of the utmost importance for every student to be on hand **the first day**, and remain until **the last day** of school.

2. Please do not write permission to your daughters to do anything which we prohibit in the catalogue, such as receiving visitors during study hours and on the Sabbath, spending a night out of college, etc.

3. Don't give **general permissions**, such as allowing your daughters "to write to anybody and to see such visitors as may call." This virtually takes them from under all restrictions.

4. When giving your daughters permission to leave the city, always specify what day they are to return.

5. Please do not write your consent for students to discontinue a study without first consulting the President.

6. Excuses from standing examinations will not be complied with except for good **physical** reasons. If a student begins a study, she must stand the regular examination on that study.

7. **Special** students will not be allowed to enter any classes without standing regular entrance examinations.

8. We do not desire students whose parents want them to have privileges that we can not give to all students.

9. No permission will be given to go driving except with parents.

10. Upon your hearty co-operation depends the success or failure of our efforts to educate your daughters. **Our interests are identical.**

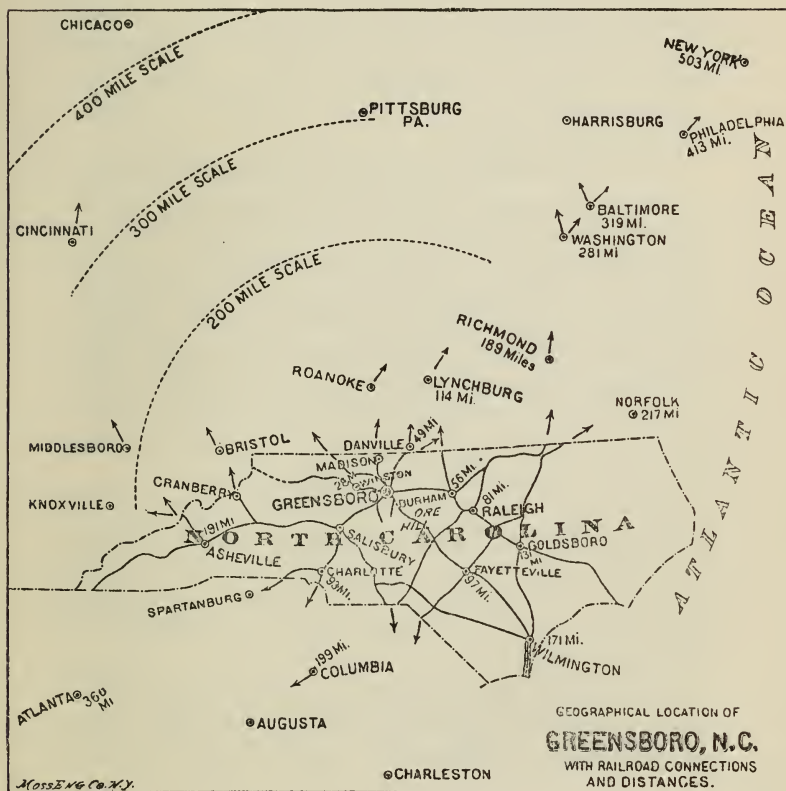
Location

The Piedmont section of the State of North Carolina enjoys in the most lavish degree a salubrious and healthful climate. Greensboro is right in the center of it. It is free from the severity of cold in winter, and is particularly delightful in summer. Its healthfulness is unquestioned. In this pleasant, thriving, busy city of about 18,000 inhabitants, in the center of twenty-five acres of beautiful and spacious grounds on West Market Street, stands the imposing structure of Greensboro Female College.

As will be seen from the following map, Greensboro is a railroad center. It is easily accessible from all sections. On the eight railroads and their branches reaching Greensboro, forty passenger trains arrive and depart daily. It is the point of junction of the Atlantic and Yadkin Railway, the North Carolina Railway, the Piedmont (or Southern) Railway, and the Northwestern North Carolina, which, with their branches, lead south and southwest to Wilmington, Fayetteville, Bennettsville, and Charleston; north to Danville, Richmond, Washington, and beyond; east to Raleigh, Goldsboro, Newbern and Morehead City; southwest to Salisbury, Charlotte, Atlanta, Columbia, Asheville, and Knoxville; west to Winston-Salem, Wilkesboro, and in the near future to Bristol, Tenn.;

and northwest to Mt. Airy, Madison and to Roanoke, Va., and other points on the Norfolk and Western Railroad, and thence to Cincinnati, Chicago and the great northwestern cities.

Greensboro is noted for intelligence, refinement and



morality, and is blessed with a climate mild and salubrious. The beauty, healthfulness, and accessibility of the situation, the solid financial basis of its material prosperity, its high grade, the sound and elevated intellectual and moral tone of its surroundings, insure a concentration upon this school of learning of intellectual and material resources and appliances for the higher education for women which cannot be surpassed by any other community in this country. It is the best location in the State at which to build a great female college.

The College building is heated by steam and lighted by electricity, and is connected with the city water-works. The building is large, commodious, and well adapted to school purposes, containing a spacious chapel, dining-hall, society halls, art studio, library, besides lecture, recitation and music rooms, parlors, and dormitories for 125 boarders. The sleeping rooms are large, well ventilated and nicely furnished. The recitation rooms are provided with all necessary apparatus, and everything is arranged so as to be conducive to studious habits and good health.

Many people who have visited and gone over the building have expressed surprise to find the interior so commodious and so admirably adapted to school purposes. A view of the exterior of the building does not give a correct impression of the fine arrangement of the interior.

The corridors are large and in winter are heated by steam so that the young ladies going from warm rooms are not liable to take cold. The stairways are very

wide, wisely located, and easy of ascent and descent. There are spacious exits in the front, in the rear and in the center of the building on each story, so that it would be very easy to empty the building in a minute or two in case of accident of any kind.

The pitch of each story is high—thus making the building very pleasant indeed. The young ladies are grouped in rooms on each story around the rooms of the teachers, and the teachers are required to look carefully after them at all hours of the day and night. Everything is arranged and located with a view to convenience, health, study and comfort.

The building is of brick and covered with slate. It stands on the top of a beautiful hill, and the drainage is good, running off in every direction from the College. Nature seems to have designed the location for a female college. The College building is situated in the center of a lovely grove, which is enclosed and affords a fine campus for recreation and exercise.

Alumnae

The following list shows the number of graduates from the opening of the College in 1846 till its destruction by fire in 1863:

1848	6	1857	11
1849	6	1858	12
1850	14	1859	15
1851	19	1860	16
1852	7	1861	21
1853	12	1862	8
1854	9	1863	10
1855	8		—
1856	17	Total	191

Graduated elsewhere, between 1863 and 1874, under the administration of the same President, and on the same course of study, 51.

Since the reopening of the College in 1873:

1874	8	1884	13
1875	5	1885	19
1876	13	1886	17
1877	12	1887	22
1878	10	1888	32
1879	14	1889	10
1880	9	1890	22
1881	9	1891	29
1882	12	1892	42
1883	34	1893	23

1894	20	1902	7
1895	25	1903	16
1896	27	1904	9
1897	11	1905	5
1898	8	1906	8
1899	7	1907	7
1900	7	1908	18
1901	7		—
		Total	779

Alumnæ Association

This Association was organized for the purpose of improving the social advantages incident to an annual gathering of former schoolmates and friends, and in order that the strength of a thorough organization might become available for the promotion of the general interests of the institution.

When a time of great calamity befell Greensboro Female College, and it seemed that the closing of its doors was inevitable, the value of an organized Alumnæ Association was fully demonstrated. Had our forces not been organized, concerted action in rallying to the College would have been impossible, and the greatest work of the Association, that of saving to the Church and to Methodist young womanhood this valued and honored auxiliary to higher Christian education, could not have been accomplished.

With one accord the voice of protest against closing the College was raised, and the Association, under the leadership of its earnest and zealous officers, aided by many generous and noble-hearted friends, came to the

rescue and bought the College; and, with faith almost unparalleled, opened the school at the appointed time in the fall of 1903, trusting to the Church in both Conferences to ratify their action, and to come to their support in this great educational enterprise; and their expectations have not been disappointed. Today the Alumnae Association, with the two Methodist Conferences, stands pledged to keep open the doors of Greensboro Female College for the daughters of the Church, and to afford to them the inestimable benefits which they themselves enjoyed within the sacred precincts of Greensboro Female College, together with the ever-increasing advantages for intellectual development which are demanded in this day of "woman's opportunity."

OFFICERS OF THE ALUMNAE ASSOCIATION, 1907-'08
Incorporated

President—Mrs. W. H. Branson.

First Vice-President—Mrs. Frank Martin.

Second Vice-President—Mrs. G. W. Whitsett.

Third Vice-President—Mrs. J. S. Turner.

Recording Secretary—Miss Nannie Lee Smith.

Corresponding Secretary—Mrs. J. E. Albright.

Treasurer—Miss Myrtle McMasters.

Treasurer Endowment Fund—Mrs. M. T. Plyler.

Recorder—Miss Letitia Evans.

The Association holds its annual meeting at the College on Tuesday of commencement week, at which time the election of officers for the ensuing year takes place.

This Association has for some years been engaged in raising the sum of three thousand dollars (\$3,000) to be known as "The Lucy McGee Fund," in loving memory of Lucy McGee Jones, wife of Dr. Turner M. Jones, who for thirty-six years was the efficient President of Greensboro Female College. The object for which the fund is intended is that it may be a permanent endowment for the use of needy students. The annual income of one hundred and eighty dollars (\$180) is to be divided into three scholarships of sixty dollars (\$60) each, and to be loaned to worthy students of limited means. The committee has in hand more than two thousand dollars (\$2,000), the income from which has been aiding students for several years past. The Association is very anxious to complete the fund, and will be glad to receive contributions at any time.

Contributions to the Lucy McGee Fund may be sent to the Treasurer, Miss Myrtle McMasters, Greensboro, N. C., who is authorized by the Association to receipt for same.

Lucy McGee Fund Scholarships

The committee now has on hand funds to yield an annual income sufficient for two scholarships. These scholarships amount to sixty dollars each, and are loaned to worthy students on the following conditions:

1. Applicants must be accepted by executive officers of the Association.
2. Scholarships will not be granted to the same beneficiary longer than for two years.

3. Other things being equal, preference shall in all cases be given to daughters of alumnae or former students of Greensboro Female College.

4. Any one desiring to obtain the loan of one of these scholarships must send a letter of recommendation from her pastor as to her general character, and a testimonial from her last teacher setting forth her mental attainments and habits as a student. The application containing these letters should be addressed to the Corresponding Secretary of the Association.

The Alumnae Association is at present engaged in raising \$10,000.00 for the endowment of a Chair of English. Any communication in reference to this matter should be addressed to the treasurer of this fund, Mrs. M. T. Plyler, Greenville, N. C.

Scholarships

The Trustees of Greensboro Female College, desiring to extend as far as possible the advantages of the school to the young women of the State, have decided to afford such as desire to avail themselves of it an opportunity for self help while taking a literary course.

This aid is extended to those who are willing to render service in the dining room, or in other positions in the household, on very liberal terms.

For particulars, application may be made to the President of the College.

Historical Sketch

The history of Greensboro Female College antedates by many years that great civil struggle which may be regarded as the water-shed dividing those two great streams of life, the old and the new South, and stretches back into that remote and somewhat vague and hazy period so often referred to in Southern parlance as "before the war."

Chartered in 1838, it is the second oldest chartered college for women in the South, and was among the first institutions of learning for advanced education of girls at a time when the merest rudiments of learning, with a few shallow accomplishments, were considered all the intellectual development required in the restricted sphere to which women were relegated.

This elder daughter of the Methodist Church in North Carolina was called into existence by generous-hearted, large-brained men who realized that the Church owes to her daughters as good intellectual training as to her sons; and with almost prophetic insight, seeing that the service of Christian womanhood was to become an important factor in the great work of the evangelization of the world, they provided for the accomplishment of this mission by giving to the girls of the Church opportunities for both heart and brain culture.

Owing to delay growing out of widespread financial depression in the country at large, the cornerstone of the building was not laid until 1843. In 1846 it was ready for occupancy. The following fall, Rev. Solomon Lea, a man of scholarly attainments, was chosen President, and with an able faculty the school was opened to the girls of North Carolina, and, indeed, to the entire South, for in those days of paucity of schools for advanced education of girls, the College drew to itself many from the far Southern States, who came by stage coach or by private conveyance to avail themselves of advantages not afforded, at that time, in their own States.

On the resignation of Mr. Lea, Rev. A. M. Shipp, of South Carolina, was chosen as his successor, and administered the affairs of the College wisely for three years, after which he resigned and accepted a professorship in the University of North Carolina.

Dr. Shipp was followed by Rev. Charles F. Deems, D. D., who was afterwards so widely known as the pastor of the Church of the Strangers, in New York City. Under Dr. Deems the patronage was largely increased, and the College enjoyed an era of great prosperity. Doubtless the intellectual vigor and robustness of character possessed in a marked degree by Dr. Deems were powerful molding factors in the life of the College, and have left a lasting impress.

The fourth in this honorable line of succession was the man whose name was so long associated with Greensboro Female College, that in the memories of a large proportion of the old pupils of the College, from

1854-1890, the two are inseparable; and at the name of Rev. T. M. Jones, D. D., hundreds of "old girls" rise up and call him blessed. Dr. Jones was a Christian scholar and gentleman of the "old school" type, than which no higher has been developed; and his refined and polished manner gave him peculiar adaptation to the position at the head of a school for girls. Thirty-six years of abundant and fruitful labors in the cause of woman's education place him in the front rank of educators, not only in his own State, but in the South.

It was during the presidency of Dr. Jones, when the College was in one of the most flourishing periods of its history, that a great calamity befell it, in the destruction of the building by fire, soon after the opening of the fall term in 1863. This misfortune necessitated a suspension of the school for ten years, though during that interval Dr. Jones, with practically the same faculty, was pursuing his beloved work at other points in the State.

No sooner had the country begun to recover from the business paralysis resulting from war's terrible devastation than the North Carolina Conference began to take steps for the restoration of Greensboro Female College. The cornerstone of the new building was laid in 1871, and phoenix-like, the College arose from her ashes to enter, August 27, 1873, upon a new career of usefulness and prosperity along educational lines under the guidance of her same President and members of the old faculty.

The Church, in common with other institutions as well as individuals, was embarrassed financially after the war, and, in spite of heroic struggles, was unable to discharge the debt incurred in erecting the new building, and it seemed impossible for the Church to retain ownership of this beloved daughter of the Church. At this crisis a syndicate of prominent laymen, actuated by the generous purpose of not allowing the College to pass from the control of the Church, purchased the property in 1882, and held it subject to the control of a Board of Directors, for educational purposes, and as a school for the Methodist Church in North Carolina.

Through these changing fortunes Dr. Jones continued at the head of the institution until his greatly-lamented death in June, 1890, when Dr. B. F. Dixon was chosen to succeed him. Dr. Dixon, by his genial, kindly nature, greatly endeared himself to his students, and during the three years of his presidency he attracted large numbers of girls to the College, and brought to it a very large patronage.

Dr. Dixon having resigned in the spring of 1893, Dr. Frank L. Reid, at that time editor of the *Raleigh Christian Advocate*, was elected President of the Faculty, entering upon the duties of the position with vigor and earnestness. For one year he gave to the College his best thought and energy; but in the midst of what promised to be a most successful career, at the beginning of the fall term of 1894, he was suddenly called by death from earthly activities.

Up to this point in its history, the College had been presided over by able and scholarly ministers of the Methodist Church. At this juncture a departure from previous traditions was made by the election of a layman to take the helm and guide the course of this honored old institution. The Board of Directors realized that in the able and scholarly young educator who, for six years, had filled a professorship in the College, they already possessed the man who was endowed with all the qualifications requisite for the position, and Dr. Dred Peacock was called to the responsibility of directing the affairs of the College. With characteristic progressiveness of spirit, the first step of the new President was the complete re-organization of the College courses according to the most modern methods, and a general expansion of the work by enlarging the curriculum and providing better facilities for study by means of well-equipped laboratories and improved appliances in the various departments. Under his administration the College enjoyed eight prosperous years.

In the spring of 1902 Dr. Peacock, having suffered several years from ill health, was urged by a prominent specialist of New York to give up his educational work and to engage in more active business life as a means of restoration to health. Acting upon this advice, Dr. Peacock offered his resignation, and the Board of Directors decided upon another innovation in the election of the lady principal, Mrs. Lucy H. Robertson, to the presidency. Mrs. Robertson had been connected with the College eighteen years of her

twenty-five years spent in teaching, and having filled several different departments in the College, she was thoroughly conversant with all its workings, its aims, and its needs, and so was enabled to adjust herself to the new relations without any of the friction that might so easily arise in the inauguration of a new administration.

The friends of the institution feel assured that it will be her constant purpose and endeavor to maintain the high standard for which the College has ever stood from its foundation. In the five years of her presidency, she has manifested a spirit of progress that shows her to be in full touch with the advance movement which has characterized the history of the school.

Further re-organization of the course of study has been made by which the requirements for graduation have been made equal to those of any, and in advance of most Southern colleges for girls. The social life of the students is also emphasized, and is provided for with as much care as any portion of the school life, for it is a cardinal principle with Mrs. Robertson that while rigorous mental training is essential for strengthening mind and character, it is no less important to cultivate the graces and amenities of life, in order that an intellectual woman may be fitted to adorn any social circle she may enter, and so become an important factor in the purification and elevation of social life. The three-fold nature of a human being is ever kept in mind, and when the physical and intellectual well-being has been considered, the College does not regard her responsibility as ended, but seeks to touch

and elevate the moral sensibilities of each pupil through the usual means of religious instructions, as well as by constant appeals to lofty motives, and by the presentation of high moral standards and pure ideals of life. Thus does Greensboro Female College strive to attain that full fruition of perfect education for girls—a well-rounded, womanly character; and thus will she continue to follow her own lofty ideal, which, like one increasing purpose, has run through the whole course of her history.

At the close of the session 1902-'03, the Board of Directors, under whose management the College had been carried on from 1883, decided to close the doors of the institution. This action of the Directors came with the force of a stunning blow to the alumnae and other friends of the College throughout the State, and at once there was a strong protest against it, the alumnae especially feeling that they, as loyal daughters, must come to the rescue of their alma mater and prevent her usefulness from being destroyed.

With great unanimity of sentiment, the alumnae put forth the most strenuous efforts to arouse the interest of all former College students, as well as of the ministers and laity of the Methodist Church. Their faith and zeal were rewarded in the providential raising up of many friends to the institution. Through the unremitting labors of the alumnae and their friends the amount necessary to buy the College was secured, and in the fall of 1903 the school was re-opened under the auspices of the Alumnae Association. Notwithstanding the fact that there was only one month between

the purchase of the property and the date of opening, the outlook for the school year was very encouraging, with an enrollment of 106 students.

When the Conference met in the fall of 1903, a committee, on behalf of the Alumnæ Association, presented the interests of the College to each Conference, through its respective Educational Board, asking for the co-operation of the Church in raising an endowment fund and in otherwise re-establishing Greensboro Female College on a firm basis, and recognizing it as a Conference school. Both Conferences gave a favorable response to this petition, but final action was not taken until after further joint consideration of the matter by a commission appointed from the Educational Board of each Conference.

This joint committee met in February, 1904, and after a careful consideration of the subject in all its bearings, reported favorably on the adoption of the proposition from the alumnæ as presented by their representatives. This action was very gratifying to the friends of the institution, who felt that its future was assured, with the great body of the Methodists of North Carolina as sponsors for its welfare.

In the midst of this satisfaction and feeling of hopefulness for the future of the College, a sudden calamity, like a bolt from a clear sky, destroyed, for the time being, all the bright hopes that had begun to cluster about the beloved alma mater of hundreds of the women of the State. On the morning of February 18, 1904, for the second time in its history, Greensboro Female College was a prey to devouring flames, and

in the cold gray of an early winter dawn the faculty and students watched with pale and awe-stricken faces, and with tearful eyes, the crumbling walls of their college home, for few, if any, felt at that moment that the beloved old school would ever rise from its ashes to shelter again bright, ambitious young girlhood. It seemed as if nothing but fond memories would remain to cling about those ruins, even as the ivy still kept its fresh green in the midst of the consuming flames, and with closer twining tendrils seemed to cling closer to the walls of the College in its hour of adversity than in its time of prosperity. But even from the bosom of the cloud enveloping the scene, hope, with bright face, whispered to the hearts of some in that grief-stricken group that the end was not yet; and some more highly endowed with faith and indomitable courage than others, declared, "Greensboro Female College shall live again." This spirit was caught by others, and hope was kindled again in many hearts, so that before the students dispersed to their various homes assurance was given them that the College should be rebuilt.

This promise, in face of circumstances, seemed rash indeed; but back of it stood men and women who were accustomed to undertake great things, with faith in God and in themselves, and these went earnestly to work to arouse like faith and courage in others. With what success, let the new Greensboro Female College, rising in stately beauty upon her own hill-top, surrounded by a campus of surpassing loveliness, testify.

To many the result has seemed little short of miraculous, and today the College stands as a monument to what men and women, actuated by a lofty purpose, and endowed with unfaltering faith and courage, can accomplish.

Destroyed on the eighteenth of February, and lying in its ashes until the eighteenth of July, the interim being employed in securing pledges and contributions for rebuilding, the College was re-opened on October 12, with the largest registration of students on opening day that the grand old institution has ever known. This was the earnest of a prosperous year, during which the enrollment reached 146, a number seldom exceeded in former years.

During the scholastic year 1904-'05 the blessing of God rested upon the institution and upon its labors. The health of the school was unsurpassed, not a serious case of illness having occurred among students or faculty. Notwithstanding some inconveniences, which were cheerfully borne, the Faculty feel that no better or more satisfactory work has ever been accomplished in the institution than that of the session following the fire; and with the expectation on the part of the Trustees of completing the building and equipment during the coming summer, the session of 1904-'05 closed with a hopeful outlook for the reopening in the fall.

This expectation was fully realized, for when the fall term opened in September, the accommodations in the dormitory were found inadequate to the large number of students applying for admission. Much

work had been done during the summer, and the east wing was completed under the efficient management of Rev. Walter M. Curtis, who had been elected Secretary and Treasurer, entering upon the duties of the position with intelligence and vigor. Under his superintendence work was continued on the building throughout the year; and now, as the session draws to a close, the handsome extension in the front of the building is completed, adding greatly to the attractiveness of the exterior, as well as to the commodiousness of the interior.

The session of 1905-'06 was one of unparalleled prosperity. The building was filled to its utmost capacity, the enrollment reaching 184, while numbers of applicants were turned away for lack of room. The year 1906-'07 reached the high water mark, in the matter of patronage, in the enrollment of 230 students; and although the dormitory facilities had been increased it was impossible to provide accommodation for all applicants. The same condition prevailed during the year just closing.

This inability to accommodate all who desire to come is a source of regret to all concerned in the management of the institution, and the Trustees have planned to provide additional dormitories before the opening of another session, in order that all who desire to participate in the advantages which G. F. College offers to the young women of our State may be enabled to have the opportunity. An appeal has been issued by the Trustees for an endowment of at least \$100,000, and when this is secured the College will be able to

enter upon a larger era of usefulness to the cause of education. About \$60,000 of this amount is already pledged. Surely the Methodists of North Carolina will rally to the support of this, their oldest college for women, and by completing the endowment, place it upon a broad and assured basis, thereby enabling it to continue to be, as it has been in the past, a dispenser of the rich blessings of education to generations of women.

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